COGNITION

Reasoning:

Reasoning is the ability to use reason, logic, past experience, and learnt information for mental processing. For decision-making, and problem solving etc.

Deductive Reasoning

Deductive reasoning is the process whereby logical conclusions, inferences, and implications are drawn by using a set of assumptions. These inferences are then generalized over, or applied to, specific cases. The assumptions or premises that are used for drawing conclusions are thought to be true and base upon reality. In many cases they are considered to be unchallengeable. But at times these premises may turn out to be false when tested in reality e.g. all men are brave, or men do not cry.

Evaluating syllogisms is a techniques used for studying deductive thinking. A syllogism contains a series of two assumptions or premises that are used for drawing conclusions e.g. All women are talkative. Anna is a woman. Therefore, Anna is talkative. This type of deductive thinking is largely influenced by cultural backgrounds of people. It has been seen that people from more developed societies use rather.

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Abstract and logical thinking,

Which are they acquired through their experience, and learning. People from less developed cultures mostly rely on concrete modes of reasoning. This sort of difference is largely due to the type of high quality, sophisticated education, variety of learning experiences, and the pressure to think logically and independent.

Inductive Reasoning

Specific cues are used for drawing inferences. By using observation, knowledge and experience, different sets of inferences are drawn about the phenomenon of interest. Small bits of information are used to draw the general conclusion. The person uses his or her observation, knowledge, and experience of specific case and infers general rules. For example, if you have been noticing that your teacher is very soft spoken, usually marks you present even when you are late for the class, and forgives your mistakes, then you might take chance for late submission of your assignment. The major shortcoming of this type of thinking is that the conclusions may be biased, or the evidence used for drawing

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conclusions may be invalid, insufficient, or may be just a chance occurrence. Whereas appropriate conclusions have to be unbiased

Language and Thought

We are all aware that language is not only essential to specialised disciplines such as linguistics and translation but is, in all its forms, at the core of human experience and civilisation. It is such an integral, natural part of our cultures and social lives that it may be worth stopping for a minute, not to smell the roses, but to consider what language really is, its implicatures and implications, and more importantly for this article, how it is related to our thought process and interpretation of reality.

The correlation between language and thought has been the focus of many researchers in the past century and is still open for discussion nowadays. Many have indeed referred to the debate as a chicken-egg situation, to point to the famous impossibility of determining which one of the two processes shapes the other. How are language and thought related? Is language shaping our cognitive processes, are we talking about a mutual influence? Is there a universal language system, or is language completely relative?

Lingualism- Lingualism is the belief that the absence of language is the absence of thought. Another belief which is tied to Lingualism is the idea that having language crucially sharpens cognitive abilities. Language of thought theories rely on the belief that mental representation has linguistic structure. Thoughts are "sentences in the head", meaning they take place within a mental language.

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Sapir-Whorf Hypothesis

In linguistics, the Sapir-Whorf Hypothesis states that there are certain thoughts of an individual in one language that cannot be understood by those who live in another language. The hypothesis states that the way people think is strongly affected by their native languages. It is a controversial theory championed by linguist Edward Sapir and his student Benjamin Whorf.

For example: In India, we have names for every relationship such as kaka, chachaa, mausietc but in western languages, they do not have the same. They mostly have uncle and aunt which does not determine any specific relationship. Due to this difference, Indian children may have better clarity in relationships than western children. In short, he wants to say that the words we use to express ourselves in our mother tongue or any language determine how we think.

Chomsky's theory

Chomsky's independent theory, founded by Noam Chomsky, considers language as one aspect of cognition. Chomsky's theory states that a number of cognitive systems exist, which seem to possess distinct specific properties. These cognitive systems lay the groundwork for cognitive capacities, like language faculty. Noam Chomsky critiqued the behaviorist perspective on language, and proposed a nativist theory of language acquisition. Because children across the world produce speech so early in their development (12-13 months) and become fluent by about five years old, Chomsky believed that there must be some sort of innate, biologically based mechanism for language acquisition. Chomsky proposed a language acquisition device (LAD), which is built-in advanced knowledge of rule structures in language.

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Chomsky's theory of grammar is the distinction between deep and surface grammatical structure, and the concept of transformational rules. The surface structure of a sentence is the actual word order of the words in a sentence. The deep, or abstract structure is an underlying form that specifies the meaning of the sentence. For instance, the following sentences all have different surface structures but similar deep structures: 1) The boy picked up the book; 2) The boy picked the book up; and 3) The book was picked up by the boy. Furthermore, sometimes sentences with the same surface structure have different meanings. For instance, "They are eating apples" can mean that some people are eating apples, or that those apples are for eating.

Transformational rule tell us how we can change one structure into another. For instance the sentences, ‘The house is green ‘ ans ‘Is the house green?’ are related by transformational rule including the set of rule that tell us how to change a sentence to a question.

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